

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 22, 2008 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the statement printed on the Part I answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

The use of any communications device is strictly prohibited when taking this examination. If you use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

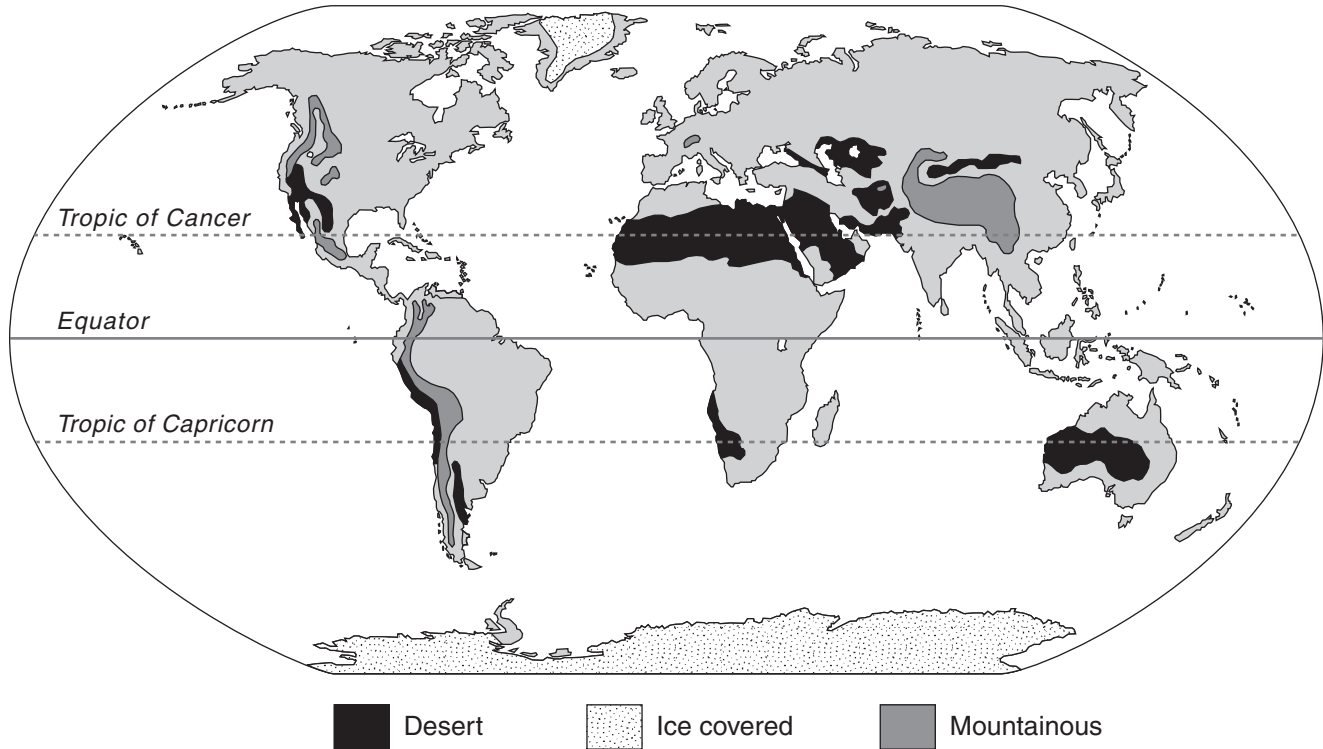
Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answer to question 1 on the map below and on your knowledge of social studies.

Selected World Climate Zones



Source: *Geography on File, Facts on File, 1994* (adapted)

1 Based on the information provided in this map, which statement is accurate?

- (1) The world's largest icecap is located in northern Europe.
- (2) Most mountainous climates are located on the eastern borders of the continents.
- (3) The largest desert area stretches from western Africa through much of southwestern Asia.
- (4) South America is connected to Antarctica by a narrow land bridge.

2 Slash-and-burn techniques are typically practiced by

- (1) people who live along rivers that deposit rich soil during floods
- (2) subsistence farmers who plant an area until the soil loses its fertility
- (3) farmers who rely on chemical fertilization and pesticides
- (4) nomads who use pastures for their livestock

3 Which feature would most likely be included in an economic system based on traditional agriculture and self-sufficiency?

- (1) banks
- (2) barter
- (3) gold standard
- (4) tariffs

- 4 Which geographic factor had a major influence on the development of both Egyptian and Babylonian civilizations?
- (1) river valleys
 - (2) cool temperatures
 - (3) locations near a strait
 - (4) mountains
- 5 Which description accurately identifies Socrates, Plato, and Aristotle?
- (1) rulers of the Roman Republic
 - (2) artists of the Italian Renaissance
 - (3) religious leaders of the Protestant Reformation
 - (4) philosophers of ancient Greece

Base your answer to question 6 on the passage below and on your knowledge of social studies.

... The actual journey to Mecca [Makkah] began on the fifth of *Dhu al-Hijjah*, 1393 (the 29th of December, 1973, according to the Gregorian calendar), at Beirut International Airport, but it was not until the afternoon of the seventh that I donned [put on] the *Ihram* [robe] and drove along on the road from Jiddah to Mecca. The road was crowded with cars, buses and trucks all packed with pilgrims chanting the Hajj refrain, the *Talbiyah*: . . .

— Michael E. Jansen, *An American Girl on the Hajj*

- 6 This passage describes the experience of a follower of
- | | |
|------------------|--------------|
| (1) Christianity | (3) Hinduism |
| (2) Islam | (4) Judaism |
-
- 7 In China, the development of civil service examinations and a belief in filial piety reflect the influence of
- | | |
|-------------|------------------|
| (1) Shinto | (3) Confucianism |
| (2) Jainism | (4) Buddhism |
- 8 One way in which the Code of Hammurabi, the Twelve Tables, and the Justinian Code are similar is that each
- (1) legalized monotheistic beliefs
 - (2) established legal standards
 - (3) provided records of economic activity
 - (4) supported republican governments

- 9 Which heading best fits the partial outline below?

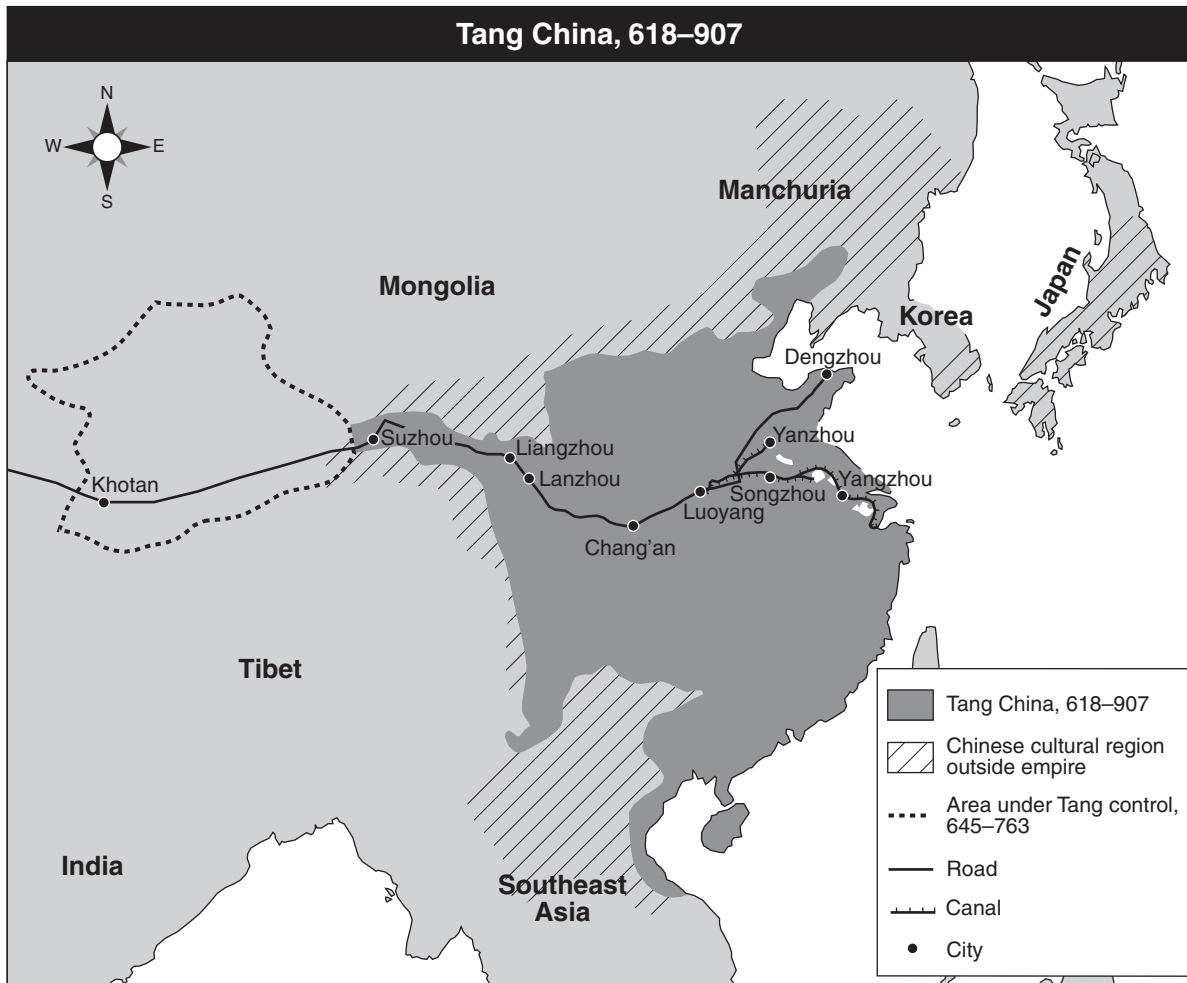
- I. _____
- A. People become more aware of the outside world.
 - B. Merchant and craft guilds help commercial centers grow into cities.
 - C. Trade routes develop to supply the growing demand for new products.
 - D. Monarchs centralize control and increase their power.

- (1) Seljuk Turks Dominate Europe
 - (2) Democracy Ends in Eastern Europe
 - (3) Feudalism Declines in Western Europe
 - (4) Religion Becomes Powerful Force in Europe
- 10 One way in which the African kingdoms of Ghana and Mali are similar is that they
- (1) established their wealth through trade
 - (2) improved their military strength with the use of gunpowder
 - (3) opened trade routes to the Americas
 - (4) adopted Christianity as their major religion
- 11 One way in which the travels of Marco Polo and Ibn Battuta are similar is that they resulted in
- (1) an increased interest in different cultures
 - (2) the development of slavery
 - (3) a reduction in trade
 - (4) the discovery of East Asia
- 12
- Classical Greco-Roman ideas were revived.
 - Wealthy patrons supported the arts and education.
 - Humanism spread throughout western Europe.

Which period in European history is most closely associated with these statements?

- | | |
|---------------------------|------------------------|
| (1) Early Middle Ages | (3) Renaissance |
| (2) Industrial Revolution | (4) Hellenistic Period |

Base your answer to question 13 on the map below and on your knowledge of social studies.



Source: Patrick K. O'Brien, general editor, *Oxford Atlas of World History*, Oxford University Press (adapted)

13 Which statement about the Tang dynasty is best supported by the information on this map?

- (1) It experienced conflict in coastal areas.
- (2) Its boundaries extended to India.
- (3) It gained territory in Tibet and Korea.
- (4) It exchanged goods using overland routes.

14 One similarity between Martin Luther and Henry VIII is that they

- (1) argued against the establishment of a theocratic state
- (2) protested against the ideas of the Enlightenment
- (3) died during the Reign of Terror
- (4) challenged the teachings of the Catholic Church

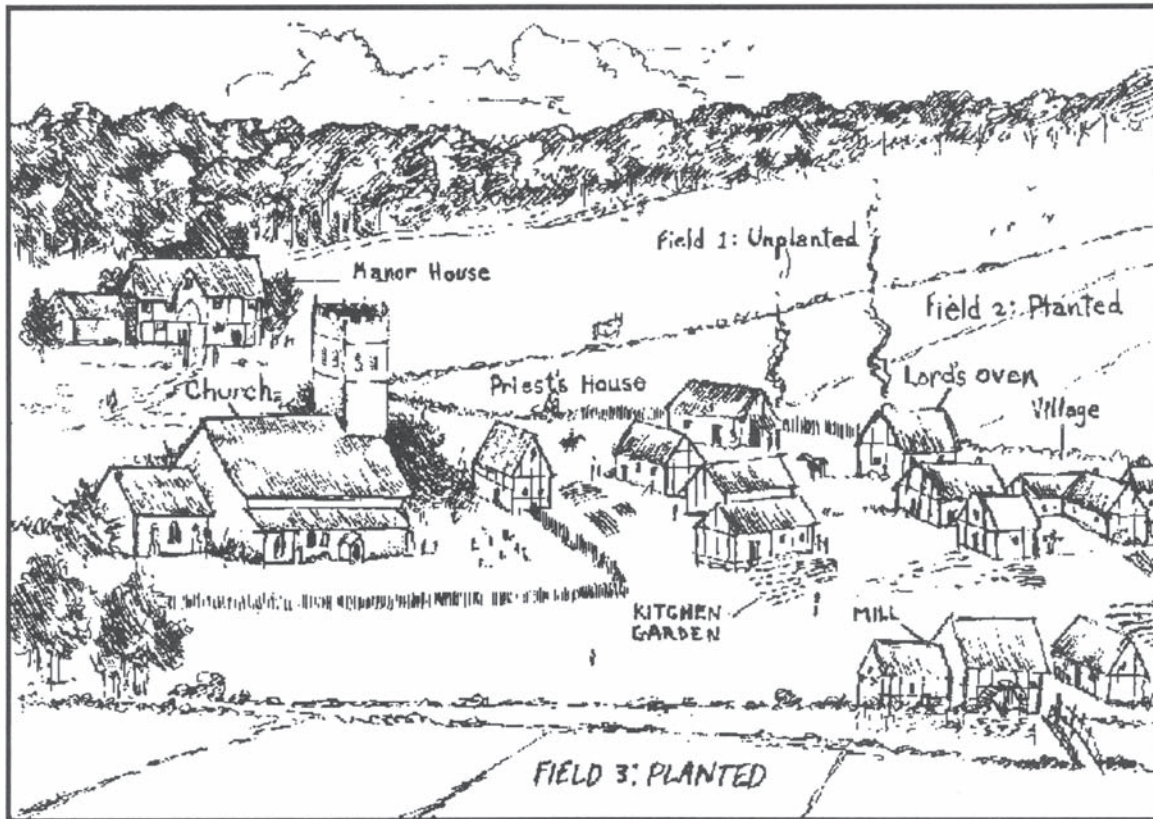
- 15
- Literacy rates rise.
 - Shakespeare's sonnets circulated.
 - Secular ideas spread.

Which innovation led directly to these developments?

- (1) printing press
- (2) astrolabe
- (3) paper currency
- (4) caravel

Base your answer to question 16 on the drawing below and on your knowledge of social studies.

A Typical Medieval Manor



Source: James Killoran et al., *The Key to Understanding Global Studies*, 5th edition, Jarrett Publishing Company (adapted)

16 What inference can be drawn from the location of the church in this drawing?

- (1) The mill was managed by the church.
- (2) Religion played a significant role in the lives of the residents.
- (3) The church controlled trade within the manor.
- (4) The church played a limited role in education.

17 Which geographic feature had the greatest influence on the development of the Inca Empire?

- (1) deserts
- (2) irregular coastline
- (3) river valleys
- (4) mountains

18 What was one reason the Spanish conquistadors were able to conquer the Aztec Empire?

- (1) The Spanish soldiers made effective use of their military technology against the Aztecs.
- (2) Aztec religious beliefs promoted nonviolence.
- (3) Spain joined the Incas in their fight against the Aztecs.
- (4) The Spanish cavalry outnumbered the Aztec warriors.

19 Which statement describes an impact of the Columbian exchange on the lives of Europeans?

- (1) The combination of new products and ideas promoted economic growth.
- (2) Native Americans immigrated to Europe and competed with Europeans for jobs.
- (3) Millions of Europeans were killed by new American diseases.
- (4) Introduction of the Native American religions resulted in the decline of the Roman Catholic Church.

- 20 A common goal of Philip II of Spain and Louis XIV of France was to
- (1) spread Calvinism
 - (2) promote political revolutions
 - (3) maintain absolute power
 - (4) isolate their nations

Base your answer to question 21 on the speakers' statements below and on your knowledge of social studies.

Speaker A: My king has brought together the best mapmakers and scientists to study navigation. The expeditions he has sponsored will increase Portugal's trade with the East and make us wealthy.

Speaker B: My people lost their land and were forced to work in the mines and fields. They received little economic benefit.

Speaker C: My queen has chartered joint-stock companies to control trade with our colonies.

Speaker D: My people were enslaved and have endured unspeakable hardships. Many died during the Middle Passage.

- 21 Which two speakers would most likely support mercantilism?

- | | |
|-------------|-------------|
| (1) A and B | (3) B and D |
| (2) A and C | (4) C and D |
-

- 22 • Parliament offered the throne to King William and Queen Mary.
 • Catholic King James II fled England for France.
 • Parliament agreed to joint rule with the monarch.

These events are most closely associated with the

- (1) Crusades
- (2) French Revolution
- (3) Glorious Revolution
- (4) Reconquista

- 23 At the Congress of Vienna (1815), the governments of Europe reacted to the French Revolution and the rule of Napoleon by attempting to
- (1) restore old regimes to power
 - (2) spread the idea of democracy
 - (3) encourage nationalist movements
 - (4) promote the European free-trade zone

- 24 One political objective of both Otto von Bismarck and Giuseppe Garibaldi was to
- (1) overthrow divine right monarchies
 - (2) unify their nations
 - (3) establish communist systems
 - (4) form an alliance with Great Britain

- 25 Karl Marx predicted that laissez-faire capitalism would result in
- (1) a return to manorialism
 - (2) a revolution led by the proletariat
 - (3) fewer government regulations
 - (4) an equal distribution of wealth and income

- 26 The Portuguese control of Macao and the British control of Hong Kong in China are examples of
- | | |
|----------------------|------------------------|
| (1) collectivization | (3) self-determination |
| (2) imperialism | (4) containment |

- 27 Commodore Matthew Perry's visits to Japan in 1853 and 1854 resulted in the
- (1) colonization of Japan by the United States
 - (2) transfer of spheres of influence to China
 - (3) introduction of Christianity to Japanese society
 - (4) opening of trade and diplomatic relations with Japan

- 28 The term *militarism* can best be defined as
- (1) loyalty to a nation or ethnic group
 - (2) buildup of armaments in preparation for war
 - (3) avoidance of military involvement in civil wars
 - (4) control of territories for economic and political gain

- 29 A primary reason for Japan's involvement in the Sino-Japanese War and the Russo-Japanese War was to
- (1) acquire natural resources in Manchuria and Korea
 - (2) control trade and markets in Southeast Asia
 - (3) end Japan's policy of isolationism
 - (4) remove foreign invaders from Japanese soil

Base your answer to question 30 on the passage below and on your knowledge of social studies.

. . . His Majesty's Government view with favour the establishment in Palestine of a national home for the Jewish people, and will use their best endeavours to facilitate the achievement of this object, it being clearly understood that nothing shall be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any other country. . . .

- 30 This 1917 passage is taken from a document known as the
- (1) Truman Doctrine
 - (2) Marshall Plan
 - (3) Fourteen Points
 - (4) Balfour Declaration

- 31 Which slogan is associated with the Bolshevik (Russian) Revolution?
- (1) "An Eye for an Eye"
 - (2) "Peace, Land, and Bread"
 - (3) "Liberty, Equality, Fraternity"
 - (4) "Take up the White Man's Burden"

- 32 Which action is most closely associated with Atatürk (Mustafa Kemal)?
- (1) beginning the Zionist movement
 - (2) starting the Palestine Liberation Organization
 - (3) using Western practices to modernize Turkey
 - (4) enforcing Islamic law

- 33 Which aspect of the economy was emphasized in Joseph Stalin's five-year plans?
- (1) heavy industry
 - (2) consumer goods
 - (3) famine relief
 - (4) private landownership

- 34 Mohandas Gandhi is most closely associated with the
- (1) support of violence and terrorism to end British rule
 - (2) desire to strengthen the caste system
 - (3) use of civil disobedience to gain political freedom
 - (4) establishment of a national religion in India

- 35 ". . . Seventy thousand people were killed instantly, and many more would die — 60,000 by November and another 70,000 by 1950. Most of them would be victims of a new method of killing — radiation. . . ."

— Ronald Takai

The situation described in this passage was the direct result of which World War II event?

- (1) blitz of London
 - (2) attack on Pearl Harbor
 - (3) D-Day invasion of Normandy
 - (4) bombing of Hiroshima
- 36 Between 1945 and 1947, the differences between the Hindus and the Muslims in India led to the
- (1) Sepoy Mutiny
 - (2) Salt March
 - (3) policy of nonalignment
 - (4) partitioning of the subcontinent
- 37 What was a major reason for the formation of the North Atlantic Treaty Organization (NATO) in 1949?
- (1) to control European trade
 - (2) to resist Soviet aggression
 - (3) to support the blockade of Berlin
 - (4) to strengthen communist governments

- 38 In Egypt, Gamal Abdel Nasser's seizure of the Suez Canal continued his policy of
- (1) attracting investments from Western banks
 - (2) supporting the rights of British workers
 - (3) eliminating criticism of political opponents
 - (4) establishing national control of vital resources

Base your answer to question 39 on the cartoon below and on your knowledge of social studies.



Source: Arcadio Esquivel, Costa Rica, *La Nacion*; Panama, *La Prensa*

- 39 Which concept is illustrated in this cartoon?
- (1) nonalignment
 - (2) interdependence
 - (3) nationalism
 - (4) socialism
-
- 40 The histories of Latvia, Estonia, Lithuania, and Finland have been greatly affected by their
- (1) proximity to Russia
 - (2) abundant oil reserves
 - (3) aggressive foreign policies
 - (4) alliances with Israel
- 41 In 1989, the government of China responded to the challenge of protests in Tiananmen Square by
- (1) halting trade with the West
 - (2) allowing democratic elections
 - (3) sending in tanks and troops to end the demonstrations
 - (4) calling for a special session of the United Nations Security Council

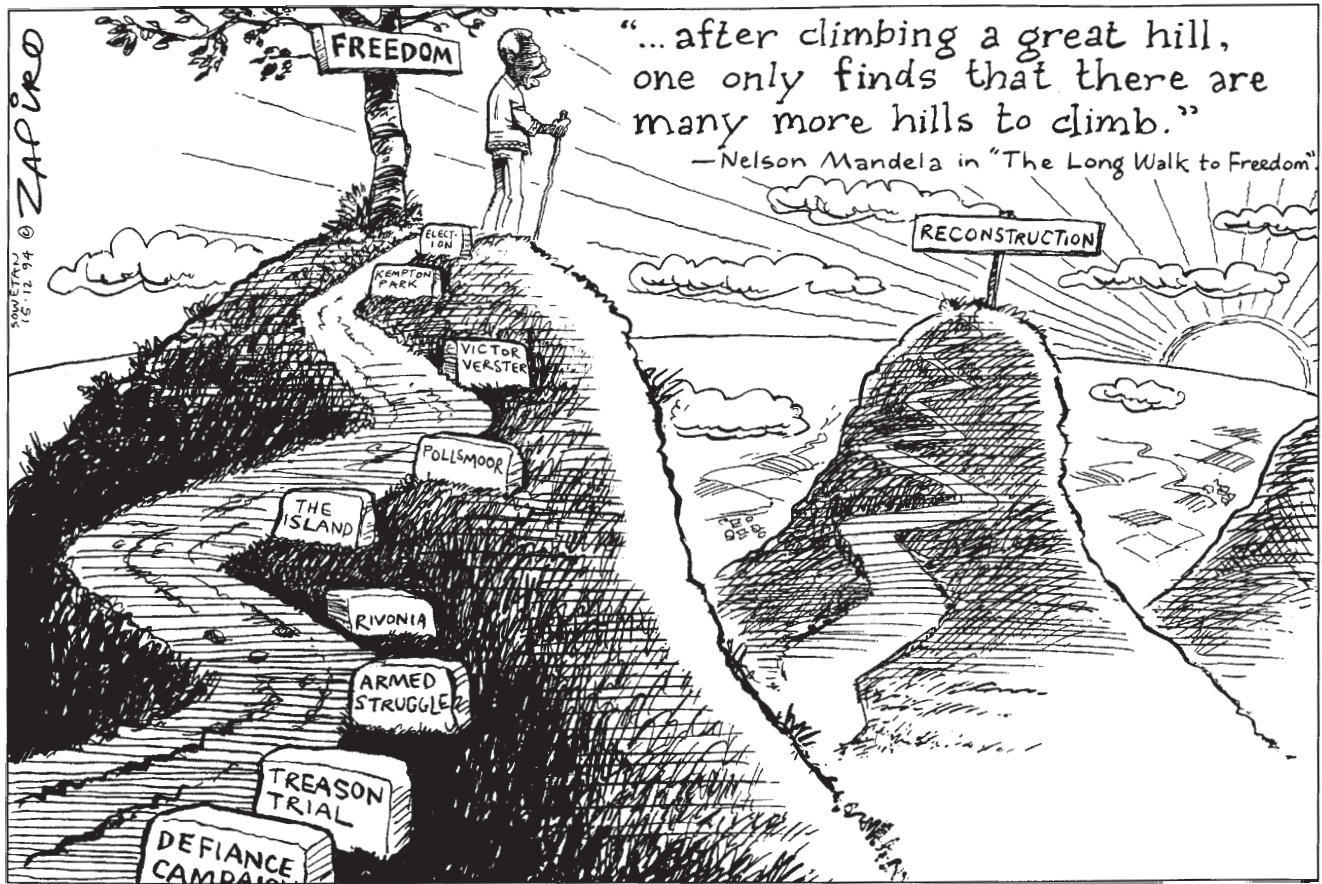
- 42 Which heading best completes the partial outline below?

I. _____

- A. Korea remains divided at the 38th parallel.
- B. East and West Berlin are split by a wall.
- C. Strategic arms limitation talks begin.

- (1) Emerging Nations of the World
 - (2) Results of the Cold War
 - (3) Economic Benefits of World War II
 - (4) Ethnic Conflicts in the World
- 43 Which action occurred in the Soviet Union under Mikhail Gorbachev?
- (1) Peasants were forced onto collective farms.
 - (2) Citizens experienced more personal freedoms under glasnost.
 - (3) The United States and the Soviet Union ended diplomatic relations.
 - (4) The Soviet government increased its control over the Orthodox Church.
- 44 Which statement is a fact rather than an opinion?
- (1) The growing economy of Brazil threatens the economic power of the United States.
 - (2) Free trade will lower the standard of living for workers in developed nations.
 - (3) The European Union (EU) has issued a common currency called the euro.
 - (4) Developing nations will never be able to compete with developed nations.

Base your answer to question 45 on the cartoon below and on your knowledge of social studies.



Source: Jonathan Shapiro (Zapiro), *Sowetan*, 1994

45 What is the main idea of this cartoon?

- (1) Nelson Mandela has completed South Africa's reconstruction.
- (2) Although black South Africans have overcome many obstacles to achieve freedom, many struggles lie ahead.
- (3) The mountains of South Africa have hindered black South African participation in national elections.
- (4) The reconstruction of South Africa can only be achieved through violence, treason, and defiance.

46 A study of the fall of the Roman Empire (476) and of the collapse of the Soviet Union (1991) shows that powerful empires can

- (1) lose strength when mercenaries enforce reforms
- (2) be threatened only when directly attacked by outsiders
- (3) conquer more than one continent and remain stable
- (4) be weakened by both internal and external pressures

47 A comparison of the feudal system in Europe and the encomienda system in Latin America shows that both systems

- (1) awarded land to the elite
- (2) promoted religious tolerance
- (3) relied on global trade for goods
- (4) used a parliamentary system of government

Base your answer to question 48 on the cartoon below and on your knowledge of social studies.

Russian Economy



Source: Brian Gable, *The Globe and Mail*, Toronto, Canada (adapted)

- 48 The main idea of this 1990s cartoon is that Russia is
- (1) deciding between a capitalist or a communist system
 - (2) attempting to restore military power
 - (3) expressing concern about how the rest of the world views its government
 - (4) maintaining a balance between a civilian and a military government
-

- 49 • Location — included lands surrounding the eastern Mediterranean Sea
• People — Turks, Arabs, Greeks, Muslims, Christians, and Jews
• Nickname during the 19th and early 20th centuries — “Sick Man of Europe”

Which empire is described by these characteristics?

- | | |
|------------|-------------|
| (1) Gupta | (3) Roman |
| (2) Mongol | (4) Ottoman |

- 50 Which sequence of Russian events is in the correct chronological order?

- A. Catherine the Great westernizes Russia.
- B. Ivan III defeats the Mongols.
- C. Khrushchev places missiles in Cuba.
- D. Czar Nicholas II abdicates the throne.

- | | |
|-------------------|-------------------|
| (1) A → B → C → D | (3) B → C → A → D |
| (2) B → A → D → C | (4) D → A → C → B |
-

Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Change

Not all revolutions are political. Nonpolitical revolutions have brought important intellectual, economic, and/or social changes to societies.

Task:

Identify **two** nonpolitical revolutions that brought important intellectual, economic, and/or social changes to societies and for **each**

- Describe **one** change brought about by this nonpolitical revolution
- Discuss an impact this nonpolitical revolution had on a specific society or societies

You may use any nonpolitical revolution that brought important intellectual, economic, and/or social changes from your study of global history. Some suggestions you might wish to consider include the Neolithic Revolution (10,000–6,000 B.C.), the Commercial Revolution (11th–18th centuries), the Scientific Revolution (16th–18th centuries), the Enlightenment (17th–18th centuries), the Agricultural Revolution (18th–19th centuries), the Industrial Revolution in Europe (18th–19th centuries), and the Green Revolution (late 20th century).

You are *not* limited to these suggestions. However, do *not* choose a *political* revolution as one of your two revolutions.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

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In developing your answer to Part III, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout history, governments have sometimes attempted to control the thoughts and actions of their people. Three such governments include **Russia under the rule of Peter the Great, Germany under the rule of Adolf Hitler, and China under the rule of Mao Zedong.** The efforts of these governments greatly affected their societies.

Task: Using the information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

- Choose **two** governments mentioned in the historical context and for **each**
- Describe the efforts of the government to control the thoughts **and/or** actions of its people
 - Discuss an impact of this government’s efforts on its society

Part A
Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1a

Peter the Great



Source: Chris Hinton, *What is Evidence?* John Murray, Ltd.

Document 1b

. . . A year later, in January 1700, Peter transformed persuasion into decree [law]. With rolling drums in the streets and squares, it was proclaimed that all boyars [Russian nobles], government officials and men of property, both in Moscow and in the provinces, were to abandon their long robes and provide themselves with Hungarian or German-style caftans. The following year, a new decree commanded men to wear a waistcoat, breeches, gaiters, boots and a hat in the French or German style, and women to put on petticoats, skirts, bonnets and Western shoes. Later decrees prohibited the wearing of high Russian boots and long Russian knives. Models of the new approved costumes were hung at Moscow's gates and in public places in the city for people to observe and copy. All who arrived at the gates in traditional dress except peasants were permitted to enter only after paying a fine. Subsequently, Peter instructed the guards at the city gates to force to their knees all visitors arriving in long, traditional coats and then to cut off the coats at the point where the lowered garment touched the ground. "Many hundreds of coats were cut accordingly," says Perry, "and being done with good humor it occasioned mirth [humor] among the people and soon broke the custom of wearing long coats, especially in places near Moscow and those towns wherever the Tsar came." . . .

Source: Robert K. Massie, *Peter the Great: His Life and World*, Alfred A. Knopf

1 Based on these documents, state **two** ways Peter the Great tried to control the actions of his people. [2]

(1) _____

Score

(2) _____

Score

Document 2

. . . Peter's military reform would have remained an isolated incident in Russian military history had it not left a distinct and deep impression on the social and intellectual composition of all Russian society, and even influenced future political developments. The military reform itself made necessary other innovations, first to maintain the reorganised and expensive military forces, and then to ensure their permanency. The new recruiting methods, by spreading military obligations to classes hitherto [up to this time] exempt, and thus affecting all social classes, gave the new army a more varied composition, and completely altered existing social relationships. From the time that noblemens' serfs and servants joined the new army as ordinary recruits instead of only as menials or valets [servants], the position of the nobility, which had been preponderant [dominant] in the old army, was completely changed. . . .

Source: Vasili Klyuchevsky, translated by Liliana Archibald, *Peter the Great*, St. Martin's Press

2a According to Vasili Klyuchevsky, what was **one** way Peter the Great attempted to control the Russian people? [1]

Score

b According to Vasili Klyuchevsky, what was **one** effect Peter the Great's reform had on the Russian nobles? [1]

Score

Document 3

Emergence of “Dual Russia”

The Petrine [Peter’s] Reform is often seen as the main cause and the starting point of the irrevocable [unalterable] split of Russian society into two parts. Peter’s reforms transformed the upper levels of Russian society while the masses remained largely unaffected by them. Peter had forced the nobility to acquire technical knowledge of Western Europe and to adopt European styles of dress and manners. An increasingly Europeanized education of the upper classes brought with it a familiarity with the philosophies and theories of the Enlightenment. Soon many Russian nobles even preferred to speak the languages of Western Europe (particularly French and German) to Russian. By the nineteenth century their world was European in dress, manners, food, education, attitudes, and language, and was completely alien to the way of life of the Russian popular masses. . . .

Source: Alexander Chubarov, *The Fragile Empire: A History of Imperial Russia*, Continuum

- 3 According to Alexander Chubarov, what was **one** long-term effect Peter the Great’s reform had on the upper classes of Russian society? [1]

Score

Document 4a

. . . On the night of May 10, 1933, thousands of Nazi students, along with many professors, stormed universities, libraries, and bookstores in thirty cities throughout Germany. They removed hundreds of thousands of books and cast them onto bonfires. In Berlin alone, more than twenty thousand books were burned. The book burnings were part of a calculated effort to “purify” German culture. Since April 12, the Nazi German Student Association had been purging libraries, working from lists of books deemed “un-German.” The authors of some of the books were Jews, but most were not. . . .

Source: Michael Berenbaum, *The World Must Know: The History of the Holocaust as Told in the United States Holocaust Memorial Museum*, Little, Brown and Co.

4a According to Michael Berenbaum, what was **one** way the Nazi Party attempted to control the thoughts of the German people? [1]

Score

Document 4b

. . . The Hitler Youth movement was formed for the express purpose of creating loyal subjects to the state. By 1935, over three million boys and girls aged 10 and older were enrolled. “We were born to die for Germany” was one of their popular slogans. In addition to a strenuous physical fitness program, they received training in the use of weapons and heard lectures on Nazi ideology.

Source: Chartock and Spencer eds., *Can It Happen Again?*, Black Dog & Leventhal

4b According to the editors of *Can It Happen Again?*, what was **one** method used by the Nazi Party to influence the thinking of the young people of Germany? [1]

Score

Document 5

In this excerpt Horst Krüger, a German author and prisoner of war, describes his reaction to reading a newspaper account of Hitler's death. He is reflecting on the state of the press while Hitler was in power.

. . . When I first began to read the newspapers, he was already in power. I knew nothing but a subservient [obedient], bellicose [hostile], boastful press. I always felt it was a proven fact that Hitler had also conquered and occupied the German language, and my parents had always told me, "What you read in the papers isn't true, but you musn't say so. Outside, you must always act as if you believe everything." The German language and lies had become one and the same thing to me. Home was the only place where you could speak the truth. What you read in the papers was always a lie, but you weren't allowed to say so. And now I was holding a newspaper that was in German and that did not lie. How was it possible? How could language and truth coincide? How did it happen that you could believe something you saw in print? It was the first free German paper of my life. . . .

Source: Horst Krüger, *A Crack in The Wall: Growing Up Under Hitler*, Ruth Hein, tr.,
Fromm International Publishing Corporation

5 According to Horst Krüger, what was **one** impact of the Nazi government on German society? [1]

Score

Document 6

This is an excerpt from the opening statement of Chief Prosecutor Robert H. Jackson at the trial of the major war criminals before the International Military Tribunal given on November 21, 1945.

. . . Germany became one vast torture chamber. Cries of its victims were heard round the world and brought shudders to civilized people everywhere. I am one who received during this war most atrocity tales with suspicion and scepticism [doubt]. But the proof here will be so overwhelming that I venture to predict not one word I have spoken will be denied. These defendants will only deny personal responsibility or knowledge.

Under the clutch of the most intricate web of espionage and intrigue that any modern state has endured, and persecution and torture of a kind that has not been visited upon the world in many centuries, the elements of the German population which were both decent and courageous were annihilated [reduced to nothing]. Those which were decent but weak were intimidated. Open resistance, which had never been more than feeble and irresolute, disappeared. But resistance, I am happy to say, always remained, although it was manifest in only such events as the abortive effort to assassinate Hitler on July 20, 1944. With resistance driven underground, the Nazi had the German State in his own hands.

But the Nazis not only silenced discordant voices. They created positive controls as effective as their negative ones. Propaganda organs, on a scale never before known, stimulated the Party and Party formations with a permanent enthusiasm and abandon such as we, democratic people, can work up only for a few days before a general election. They inculcated [impressed upon] and practiced the Führerprinzip [leadership principle] which centralized control of the Party and of the Party-controlled State over the lives and thought of the German people, who are accustomed to look upon the German State, by whomever controlled, with a mysticism [a power to believe] that is incomprehensible to my people [the United States public]. . . .

Source: *Trial of the Major War Criminals Before the International Military Tribunal, Nuremberg, 14 November 1945–1 October 1946*

6 According to Chief Prosecutor Jackson, what was **one** effect the Nazi government's actions had on the people of Germany? [1]

Score

Document 7

This is an account of Nien Cheng's experiences during the Cultural Revolution. This excerpt describes what was happening the day she was sent to the Detention House.

. . . The streets of Shanghai, normally deserted at nine o'clock in the evening, were a sea of humanity. Under the clear autumn sky in the cool breeze of September, people were out in thousands to watch the intensified activities of the Red Guards. On temporary platforms erected everywhere, the young Revolutionaries were calling upon the people in shrill and fiery rhetoric to join in the Revolution, and conducting small-scale struggle meetings against men and women they seized at random on the street and accused of failing to carry Mao's Little Red Book of quotations or simply wearing the sort of clothes the Red Guards disapproved of. Outside private houses and apartment buildings, smoke rose over the garden walls, permeating the air as the Red Guards continued to burn books indiscriminately. . . .

Source: Nien Cheng, *Life and Death in Shanghai*, Penguin Books

7 According to Nien Cheng, what were **two** actions taken by the Red Guards in an attempt to control the thoughts of the people during Mao's rule in China? [2]

(1) _____

Score

(2) _____

Score

Document 8



In Following the Revolutionary Road, Strive for an Even Greater Victory

Mao as the Reddest Red Sun in people's hearts, floating above Tiananmen Square. At the front of the huge, Little Red Book-waving crowd are the figures of a worker, peasant, and soldier, while representatives from other occupations stand just behind. The Book was compiled from Mao's Selected Works by Lin Biao in the early 1960s to be used for propaganda work in the People's Liberation Army. After the Cultural Revolution began, it became an integral part of the ritual of Mao worship. By 1970, this kind of orchestrated adulation [staged praise] and the power of Lin Biao were both at their zenith [height].

Source: *Picturing Power: Posters from the Chinese Cultural Revolution Exhibit*, Indiana University

- 8 According to this document, what was **one** way that Mao's government attempted to influence the people of China? [1]

Score

Document 9

. . . Between 1966 and 1976, a whole generation of teenagers failed to receive a real education; other Chinese came to call them “the lost generation.” At least twenty thousand people lost their lives because of the Cultural Revolution.

. . . Because of the Cultural Revolution, many Chinese young people grew up with no knowledge of traditional Chinese customs and beliefs. Needing to fill that gap, some of them began looking to the West — especially to the Western ideals of democracy, freedom, capitalism, and individualism. . . .

Source: *Great Events: The Twentieth Century 1960–1968*, Salem Press

9 Based on this excerpt from *Great Events*, state **one** impact the Cultural Revolution had on Chinese society. [1]

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout history, governments have sometimes attempted to control the thoughts and actions of their people. Three such governments include **Russia under the rule of Peter the Great**, **Germany under the rule of Adolf Hitler**, and **China under the rule of Mao Zedong**. The efforts of these governments greatly affected their societies.

Task: Using the information from the documents and your knowledge of global history, write an essay in which you

- Choose *two* governments mentioned in the historical context and for *each*
- Describe the efforts of the government to control the thoughts *and/or* actions of its people
 - Discuss an impact of this government's efforts on its society

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 22, 2008 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Student ... Sex: Male Female
Teacher ...
School ...

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26
2..... 27
3..... 28
4..... 29
5..... 30
6..... 31
7..... 32
8..... 33
9..... 34
10..... 35
11 36
12..... 37
13..... 38
14..... 39
15..... 40
16..... 41
17..... 42
18..... 43
19..... 44
20..... 45
21..... 46
22..... 47
23..... 48
24..... 49
25..... 50

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score []

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score []

Final Score (obtained from conversion chart) []

No. Right []

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

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Tear Here